**Purpose:**Paul Cuffee High School is now in its fourth year, currently   
struggling with: difficulty with teacher buy in, and teachers needing a   
central project in order to focus on implementation of digital literacy   
goals.

Our staff is working extremely hard to meet all of the needs of our first   
graduating class. Without broad support it can be difficult for them to   
find ways to embed digital literacy into the 9-12th grade curriculum. We  
hope that in partnering with Powerful Voices for Kids, the digital and   
media literacy professional development program based at the University   
of Rhode Island,  we can find ways to support staff members in long-term  
implementation in each classroom.

\*Dave also mentioned that (we), “might also mention the Digital Literacy Institute in the initial letter so that everyone knows this is connected to PD already happening in the region.” We already have the piece about the media literacy professional development program based at the University of Rhode Island so I’m going to leave this up to your judgment call.

**Need:**

* Professional time for learning new technology skills
* Help in integrating these tools/skills into the curriculum
* Incentives for teachers, this may include seeing the demonstrable benefits of incorporating media literacy into the curriculum.
* Opportunities and resources to focus our staff on this goal (e.g. a project, grant, something to help drive these goals)

**First Steps**

* Train a core group of staff members off the ground to teach/demonstrate who media lit. can be implemented using the professional learning community model
* Develop purpose-driven projects for students that incorporate digital and media literacy competencies, like creating an e-portfolio or producing a video or investigating who controls mass media
* Document practices in a form that can be shared with other faculty members and plan for follow-up with larger group.

**Timeline:** In-School PD is an option because it’s cheaper for Cuffee to pay for subs than for teacher PD

**Scope:** PV working with 5-10 teachers to develop a sequence of 10-20 digital literacy lessons pertaining to our curriculum.

**Outcome/Deliverables:**

Teacher portfolios of lesson ideas, that can be shared with other Rhode Island schools.

Formal report of digital and media literacy practices based on teacher input and PD outcomes

**Notes:**

Use Henry Jenkins’ 11 core media literacy skills to frame the digital lessons:

1. Play
2. Performance
3. Simulation
4. Appropriation
5. Multitasking
6. Distributed Cognition
7. Collective Intelligence
8. Judgment
9. Transmedia Navigation
10. Networking
11. Negotiation

And notes from his *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*, including:

* “Some teachers are incorporating some of these skills into their classroom instruction… Yet… the integration of these important social skills and cultural competencies remains haphazard at best” (56).
* Our goal is to encourage greater reflection and public discussion on how we might incorporate these core principles systematically across curricula and across the divide between in-school and out-of-school activities.  Such a systematic approach is needed if we are to close the participation gap, confront the transparency problem, and help young people work through the ethical dilemmas they face in their everyday lives” (57).
* “Much of the resistance to media literacy training springs from the sense that the school day is bursting at its seams, that we cannot cram in any new tasks without the instructional system breaking down altogether.  For that reason, we do not want to see media literacy treated as an add-on subject.  Rather, we should view its introduction as a paradigm shift, one that, like multiculturalism or globalization, reshapes how we teach every existing subject.  media change is affecting every aspect of our contemporary experience, and as a consequence, every school discipline needs to take responsibility for helping students to master the skills and knowledge they need to function in a hypermediated environment” (57).